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FACILITATING PERSONAL GROWTH IN COLLEGE STUDENTS:

A SPIRAL MODEL AND PROGRAM PLAN

by

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ABSTRACT

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The purpose of this study is to create a model for facilitating personal growth that is based upon a review of the literature of College Student Development Theory and of Humanistic Psychology. This spiral model of personal growth is rooted in the principles of Humanistic Psychology and incorporates some of the key developmental tasks of traditional age college students. These tasks include establishing identity, values assessment, developing purpose, goals clarification, and self-awareness.

Developed from this model is a proposed program for use by College Student Development and Student Affairs professionals in helping college students unfold and grow. This program is designed to be used as a 10-week

course, workshop, or program series for a group of students or may also be used in working with an individual student over the course of several meetings. Selected segments of the course can be used independently as a one-time program with a group or for helping an individual with a specific need addressed by one of the elements of the model.

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CHAPTER 1

INTRODUCTION

Can a model be created, based upon the principles of humanistic psychology and college student development theories that would be useful for facilitating the personal growth of college students? Can programs be created from such a model for carrying out this goal? These are the questions that will be addressed in this paper.

A need exists for such a model and the programs that can be developed from it. The call comes from researchers in college student development and from proponents of humanistic psychology. This paper includes a literature review of both these areas, a rationale for creating the model, a proposed Spiral Model of Personal Growth Facilitation, a suggested program series base upon the model, the limitations of the model, and areas for further research.

MODEL AND PROGRAM NEED

College Student Development Perspective

There is a need for models that translate college student development theories into practice. Evans, Forney, and Guido-DiBrito write that, “A link is needed to connect the everyday reality of students’ experiences and the conceptual frameworks provided by developmental theory” (1998, p. 19). They describe two types of models that can be used to accomplish this: process and procedural. A process model connects theory to practice in a series of action

steps and procedural models “present a particular way of accomplishing some aspect of student affairs practice” (1998, p. 19). The Spiral Model created in this paper represents a procedural model as it proposes a practical way to facilitate development, grounded in a solid theoretical base. Evans, et al, further state that, “Students face difficult decisions about ideology, occupation, sexuality, and interpersonal beliefs that lead to naturally occurring disequilibrium in their lives. Student affairs professionals can capitalize on this predictability and offer safety, structure, facilitation, and guidance while students experiment with their choices of becoming” (p. 66). The suggested program series presented in this paper offers a way to provide this guidance and facilitation and to encourage students to discover their authentic selves.

Use of the model by Student affairs professionals may also serve as a connection to the academic life of students. Marcia Baxter Magolda makes a case for integrating intellectual and affective development by bringing student affairs to the center of the university along with academics. She writes that, “Changing the basic assumption that student affairs is marginal to the academic mission and that affective development has little to do with intellectual growth is crucial to helping students develop voice and complex ways of knowing” (1992, p. 344). Promoting personal growth can be a valuable part of the overall mission of colleges and universities. “Fostering student development is a central task of higher education when learning is broadly construed in terms of potential for lifelong growth and effective citizenship” (Arnold and King, 1997, p. vii). Pascarella and Terrenzini elaborate on this concept further by stating that,

"Historically, America's colleges and universities have had an educational and social mission to "educate" in a sense that extends beyond the cognitive and intellectual development of students. That broader mission has defined education to include increased self-understanding; expansion of personal, intellectual, cultural, and social horizons and interests; liberation from dogma, prejudice, and narrow-mindedness; development of personal moral and ethical standards; preparation for useful and productive employment and membership in a democratic society; and the general enhancement of the quality of graduates' post-college lives" (1991, p. 162). We have an obligation to provide ways to foster this type of development in our students through the interactions we have with them and through the programs we create for them.

Humanistic Psychology Perspective

In addition to the call from college student development researchers to facilitate personal development, this call also comes from the field of humanistic psychology. In their book, The Paradigm Conspiracy, Denise Breton and Christopher Largent discuss how our systems of government, church, school, and culture violate our human potential (1996). They describe the current cultural paradigm as one of control, which is threatened by people living from their internal guidance systems or "souls". "This whole-connected core is the source of our talents and the well-spring of creativity. It's also what gives us the conviction that our lives have meaning. When we live from our souls, we feel alive and vital, and we take seriously the idea that we're here for a purpose" (p.

9). Breton and Largent make the point that the current control paradigm is soul-crushing and a major factor in people turning to addictions of all kinds to numb the pain. The antidote is to re-connect with our potential and live from a sense of purpose. This idea is corroborated by Frankl who, according to Corey, " . . . talks about the unheard cry for meaning when he cites a follow-up study of 60 university students who attempted suicide. The reason given by 85% of these students was that 'life seemed meaningless'" (1990, p. 375).

Humanistic psychology points to human beings being born with a potential to fulfill. Our current culture often works against this with painful consequences. Self-knowledge is key to living from our internal guidance system and is antidote to the control paradigm, as asserted by Breton and Largent. Moustakas echoes this idea, saying that, "Alienation, that is, choosing a life outlined and determined by others, rather than a life based on one's own inner experience, soon leads to desensitization. The individual stops trusting his own feelings . . .", and, " . . . when the person, without awareness, renounces himself and takes on the pattern of the authority; he conforms to the parent, the friend, the teacher, the wife or husband, the boss, the middle-class society; and he learns to play his role with increasing complexity and skill. Both the programmer and the programmed are alienated in themselves and from each other" (1971, p. 4). Providing opportunities for self-awareness, values assessment, discovery of purpose, and the development of a sense of meaning can help people connect to their true inner direction.

The college years are a critical time to encourage students to connect with their inner potential toward leading rewarding and productive lives. Pascarella and Terenzini say that, "Common to several theories of college student development is the emergence during the college years of self-understanding and awareness that one's feelings and behaviors may not always conform to some set of ideal standards. Externally originated controls on behavior slowly give way to internal controls" (1991, p. 42). Therefore, a personal growth model based upon the principles of humanistic psychology can form the foundation of a workshop or program series for college students, to facilitate the development of their potential.

OVERVIEW

Literature Review

In the literature review the author will look at humanistic psychology as it relates to personal growth. Humanistic psychology was chosen because it is directed toward promoting the psychological development and growth of individuals, families, and communities. According to Corey (1991) humanists believe that each of us has within us a nature and potential that we can actualize and through which we can find meaning. Humanistic psychology emphasizes freedom, choice, values, personal responsibility, autonomy, purpose, and meaning. A growth-producing climate can be created that empowers individuals to develop in a positive way. This philosophy is conducive to helping college students with the developmental tasks they face as they establish their identity,

develop purpose and meaning in their lives, clarify their values, become autonomous, and wrestle with the pull between freedom and responsibility. The literature review also examines college student development theories. These theories serve as a guide in understanding students and choosing which developmental tasks to target in a model and/or program.

A review of the literature in these areas leads to the design of a program model that addresses the need of student affairs professionals to bring theory into practice in serving students.

Rationale

Chapter 3 describes an intuitive process that occurred over the course of several years, out of which the Spiral Model of Personal Growth Facilitation emerged. This process guided me to further explore humanistic psychology and the developmental tasks of college students.

Spiral Model

The Spiral Model of Personal Growth Facilitation is diagramed and explained in Chapter 4. This model begins in the center with the inner tendency toward self-actualization and spirals outward leading to the questions of Who am I?, What do I believe?, What is my purpose?, What are my goals?, What is my path?, How will I travel?, What did I learn?, and What does it mean?

My Life, My Choice

A suggested program series called ‘My Life, My Choice’, is outlined in Chapter 5. This 10-week course is based upon the spiral model and offers a format that includes lectures, activities and exercises, opportunities for gaining and sharing insights, and facilitated discussions. Keeping a journal is also integrated into the program.

Limitations and Further Research

Chapter 6 discusses the limitations of the Spiral model and the ‘MyLife, MyChoice’ program, as well as suggested areas for further research.

Conclusion

A model of personal growth development has been created for use by Student affairs professionals in their work with college students. It has developed out of an intuitive process and is supported by the tenets of humanistic psychology and the theories of college student development. The model is presented in this paper along with a proposed program plan.

CHAPTER 2

LITERATURE REVIEW

The literature reviewed includes the topics of college student development theories and the principles of humanistic psychology.

COLLEGE STUDENT DEVELOPMENT

Student development theories describe the tasks and areas of growth common to traditional age college students. These theories are generally sorted the broad categories of psychosocial theories, cognitive theories, and typology theories (Evans, Forney, and Guido-DiBrito 1998).

Psychosocial Theories

Psychosocial theories look at development as a series of tasks or stages in which there are changes in thinking, feeling, behaving, valuing, and relating to others and to oneself (Pascarella and Terenzini, 1991). The psychosocial theories include Erikson's (1959) eight developmental crises, Marcia's (1980) model of ego identity status, Josselson's (1987) pathways to identity development in women, and Chickering and Reisser's (1993) seven vectors of development.

Erikson's Stage 5 (identity versus identity diffusion) occurs in late adolescence and early adulthood and is a transitions that "… signals a call to define the self" (Evans, et al, 1998). Marcia's ego identity model builds on

Erikson's theory and proposed that there are two psychosocial tasks in identity development: (1) choosing among meaningful but competing alternatives and (2) making occupational and ideological commitments (Pascarella and Terenzini, 1991). Young adults embark on an exploration of values and goals that often calls into question those defined by their parents. In forming individual identity, commitments are made in political, religious, occupational, and sexual decision making (Evans, et al, 1998).

Josselson (1987) expanded upon Marcia's work to look at the pathways to identity development in women. In her research she identified four patterns that college women follow in identity development; Foreclosures, Identity Achievements, Moratoriums, and Identity Diffusions. Foreclosures adopt their parent's lifestyle and values. Identity Achievements open themselves up to the unknown possibilities ahead and break psychological ties to their childhood, establishing their own identities. Moratoriums experience a crisis when confronted with the idea that there is more than one right way to be, and seek to resolve this identity conflict. Identity Diffusions have a tendency to withdraw from situations and are characterized by a lack of crisis and commitment.

According to Pascarella and Terenzini (1991), "Probably no other psychosocial theorist has had a greater influence than Arthur Chickering on the study of college student development or on administrative programming intended to promote it" (p. 20). Chickering and Reisser (1993) state that; "The vectors describe major highways for journeying toward individuation – the discovery and refinement of one's unique way of being – and also toward communion with

individuals and groups, including the larger national and global society. They may have different ways of thinking, learning, and deciding, and those differences will affect the way the journey unfolds, but for all the different stories about turning points and valuable lessons, college students live out recurring themes: gaining competence and self awareness, learning control and flexibility, balancing intimacy with freedom, finding one's voice or vocation, refining beliefs, and making commitments" (p.35). The seven are summarized as follows:

1. Developing Competence

   Includes intellectual, physical & manual skills, and interpersonal competence. This vector fits with many of the cognitive theories of student development.

2. Managing Emotions

   Students learn appropriate ways to manage anxiety, anger, depression, desire, guilt, and shame and bring all emotions into greater awareness.

3. Moving Through Autonomy toward Interdependence

   This vector concerns self-sufficiency, responsibility, and developing autonomy. "Developing autonomy culminates in the recognition that one cannot operate in a vacuum and that greater autonomy enables healthier forms of interdependence" (p. 47).

4. Developing Mature Interpersonal Relationships

   Involves tolerance and appreciation of differences and a capacity for intimacy. "Development means more in-depth sharing and less clinging, more acceptance of flaws and appreciation of assets, more selectivity in

choosing nurturing relationships, and more long-lasting relationships that endure through crises, distance, and separation" (p. 48).

5. Establishing Identity

The first four vectors build the foundation for this vector. "Development of identity involves: (1) comfort with body and appearance, (2) comfort with gender and sexual orientation, (3) sense of self in social, historical, and cultural context, (4) clarification of self-concept through roles and life-style, (5) sense of self in response to feedback from valued others, (6) self-acceptance and self-esteem; and (7) personal stability and integration" (p. 49).

6. Developing Purpose

Emphasizes vocation (in a broad sense of the term) and philosophy of life. "Developing purpose entails an increasing ability to be intentional, to assess interests and options, to clarify goals, to make plans, and to persist despite obstacles. It requires formulating plans for action and a set of priorities that integrate three major elements: (1) vocational plans and aspirations, (2) personal interests, and (3) interpersonal and family commitments" (p. 50).

7. Developing Integrity

This vector ties into establishing identity and clarifying purpose. Developing integrity involves humanizing values, personalizing values, and developing congruence by matching personal values with socially responsible behavior. Personalizing values is defined as "consciously

affirming core values and beliefs while respecting other points of view" (p 19).

According to Chickering and Reisser, the college experience fosters development along the first four vectors, and growth in these areas contributes to establishing identity. Along the way, students also experience, "… greater clarity about purposes, values, and ways of thinking. And they will expand their awareness of who they are and of how valuable they are" (1993, p. 37).

Cognitive Theories

Cognitive theories are concerned with changes in thinking and developing frames of reference at the core of values, beliefs, and assumptions. William Perry is a cognitive theorist who has identified nine positions of intellectual and ethical development which are grouped into three main. The first cluster is Dualism Modified in which students see the world as black and white. As they begin to recognize multiple perspectives they move into the Relativism Discovered cluster in which analytical thinking skills emerge. In Perry's third cluster, Commitments and Relativism Developed, students are establishing their identities as they make commitments to ideas, values, behaviors, and other people (Pascarella and Terenzini, 1991).

Marcia Baxter Magolda found connections between Perry's work and her epistemological reflection model which is divided into four levels: absolute knowing in which knowledge is certain, transitional knowing in which knowledge is partially certain and partially uncertain, independent knowing in which knowledge is uncertain and everyone has their own beliefs, and contextual

knowing in which knowledge is contextual and judged on the basis of evidence in context. Magolda suggests that both academic and student affairs professionals need to connect with students where they are and encourage them to think in more complex ways. There needs to be a connection between the in class and the out of class intellectual life of a student, providing opportunities to find his or her own voice (Magolda 1992).

Another cognitive theory is that of Robert Kegan, which looks at the processes of differentiating self from other and then integrating self and other as a person grows and develops. Many college students are in Kegan's stage 3, interpersonal self, where they feel they *are* their relationships. As they move into stage 4, institutional self, they learn that these relationships don't define the self and they now are working on the issues of autonomy, ideology, and identity (Kegan, 1982).

Further cognitive theories that are often applied to college student development include Kohlberg's (1976) theory of moral development, Gilligan's (1993) work on psychological theory and women's development, Belenky, Clinchy, Goldberger, and Tarule's (1986) model of women's development of self, voice, and mind, and Fowler's (1981) stages of spiritual development.

Typology Theories

Typology theories present stable differences in temperament, personality type, learning style, or socioeconomic background as a context for development. "Typology theories reflect individual stylistic differences in how students approach their worlds. Unlike the psychosocial and cognitive-structural theories,

they are not truly developmental in that they do not consist of stages through which individuals progress “ (Evans, Forney, Guido-DiBrito, 1998, p. 204). Two examples of typology theories are Holland’s theory of vocational interest, and the Myers-Briggs theory of personality type.

“Holland’s theory of personality type and vocational environments is one of the best-known theories in the fields of counseling and student affairs” (Evans, et al, 1998, p. 241). Holland describes six personality types as follows:

I. Realistic

Preference for activities that involve working with objects, tools, machines, and animals. They value power and status.

II. Investigative

Preference for activities that involve systematic investigation designed to understand and control physical, biological, or cultural phenomena. They value science and math.

III. Artistic

Preference for spontaneous, creative, and unregulated activities, and are competent in artistic areas such as language, art, music, drama, and writing. They value aesthetics and imagination.

IV. Social

Preference for educating, informing, curing, or enlighten others. The value helping other and social activities.

V. Enterprising

Preference for working with other people to achieve organizational goals or material outcomes. They value political and economic achievement.

VI. Conventional

Preference for working with data in systematic, orderly, and explicit ways. They value business and monetary achievement.

Holland developed the Vocational Preference Inventory to measure personality type resulting in profile ranking the six personality types from highest to lowest. He also developed the Self-Directed Search (SDS) which individuals can use independently. The SDS results in a three letter Holland Occupational Code which can be cross-referenced with the Occupational Finder to identify careers (Evans, et al, 1998).

Perhaps the most widely used typology theory is the Myers-Briggs. The Myers-Briggs theory of personality type has applications in wide variety of educational, business, organizational, and counseling settings (Evans, et al, 1998). In the college setting the Myers-Briggs can be used to help students understand their personality type and how it relates to learning styles, relationships with faculty members, writing & reading styles, roommate relations, dealing with stress, studying, choosing a major, and leisure choices (DiTiberio and Hammer, 1993).

Aspects of human personality are assessed on four scales. The first scale looks at how people interact with the world and where they get their energy. On

one end of the continuum is Extraversion (E) which is characterized by paying attention to people and events in the external environment and directing energy to the outer world. Introversion (I) is at the other end describing a preference for focusing on the inner world and directing energy toward the inner experience.

The second scale deals with how information is gathered. Sensing (S) describes being aware of what is real through the five senses of sight, sound, touch, taste, and smell. The focus is on the present moment and practicality. On the opposite end of the scale is Intuition (N) in which information is obtained beyond the five senses. The focus is on the big picture, making connections, future possibilities, and creativity.

The third scale measures preferences in decision making, conclusions, and making judgments. Thinkers (T) prefer logic, objectivity, and impersonal analysis in deciding. Feelers (F) make decisions based on values, subjectivity, and the needs of the people involved.

The fourth scale concerns how one operates in the world. Judging (J) is characterized by wanting to structure and organize the world and have things settled and decided. Perceiving (P), on the opposite end, is about keeping options open, gathering more information, a living in a flexible manner. When a person's four preferences are combined they represent one of 16 possible personality types (DiTiberio and Hammer, 1993).

Learning about the Myers-Briggs is of value in helping students know themselves better, and in fostering acceptance and appreciation, not only of their own type by also of other types. For those working with college students it

serves as a framework within which development takes place (Evans, et al, 1998).

HUMANISTIC PSYCHOLOGY

Humanistic Psychology is based on the idea that each person has within a nature and potential that can be actualized and through which and sense of purpose and meaning in life can be found. Humanism shares with Existentialism a common emphasis on the vocabulary of freedom, choice, values, personal responsibility, autonomy, purpose, and meaning. A nurturing climate can facilitate this growth (Corey, 1991).

Principles Of Humanistic Psychology

The field of humanistic psychology developed as an alternative to objectivistic, behavioristic psychology and to orthodox Freudianism (Maslow, 1968). Abraham Maslow, more than any other single person, gave birth to humanistic psychology. He was a key player in founding the Association for Humanistic Psychology in 1961 and in establishing this 'third force' in psychology. Maslow saw humanistic psychology as focusing on the whole person based on the study of individuals that are healthy, creative, and self-actualizing. He defined the concept of self-actualization as the full utilization of personal capacities, talents, and potential which is the motivational basis of much of human behavior (Moss, 1999).

Maslow's (1968) basic assumptions of the humanistic point of view include:

- Human beings have an essential inner nature.
- This inner nature is partly common to all humans and partly unique to each person.
- It is possible to study and discover a person's inner nature.
- This inner nature is either neutral or good and not intrinsically evil.
- It is best to encourage and actualize this inner nature. If allowed to be used as a guide, it promotes psychological health, productivity, and happiness.
- Psychological sickness results when individuals suppress or deny their essential core.
- Cultural pressures, wrong attitudes, and habit can crush this inner nature.
- Even when denied or crushed this inner nature will persist, if only underground, pushing toward actualization.

Encouraging human potential, then, is the goal of humanistic psychology.

According to Maslow (1970) the characteristics of self-actualizing people include self-awareness, freedom, creativity, honesty, caring, trust, and autonomy. They have an accurate perception of reality, an ability to spot phoniness, a sense of inner direction and are able to see life in new ways. Self-actualizing people make their own choices and accept responsibility for their decisions. They display a deep caring, acceptance, and respect for themselves and others and have an interest in making the world a better place. Those on the path of self-

actualization enjoy privacy and solitude along with the ability to remain calm and serene. As independent, autonomous people, self-actualizers search for purpose and meaning and have a sense of mission in life. This is a calling in which their potential can be fulfilled. Self-actualizing people are engaged in a search for identity, which is a life-long process, and listen to their own voices, allowing their authentic self to emerge (Maslow 1970). Maslow believed that in approaching and understanding human experience, personal values, purposes, goals, intentions, and plans can't be ignored (Moss, 1999). Speaking on education, Maslow concludes that, "The chief goals of the ideal college . . . would be the discovery of identity, and with it, the discovery of vocation. What do we mean by the discovery of identity? We mean finding out what your real desires and characteristics are, and being able to live in a way that expresses them" (1971, p. 183). He believed that education should help people look within themselves, deriving a set of values from this self-knowledge (1971).

Elaborations on Maslow's theories have been made by psychologists, counselors, writers, educators, philosophers, and human service practitioners that take a humanistic perspective in their work. Kurt Goldstein, in his organismic approach, holds that a healthy organism has a tendency toward self-actualization, coming from within, and when this is interrupted by outside influences the organism becomes rigid and compulsive. Andras Angyal describes the personality as a holistic system and if neurosis is cleared away it will leave the path free for spontaneous emergence of healthy systems within the personality (Moss, 1999). James Hillman uses an acorn to represent the idea of

human potential. The acorn is encoded with the potential to grow into an oak tree – it's there from the start. Hillman's acorn theory "holds that each person bears a uniqueness that asks to be lived and that is already present . . . "(1996, p. 6). According to Clark Moustakas (1969), "Every person is, by nature, a potentially creative being with a unique destiny and with resources for genuine encounters in the world" (p.1). In writing about the authentic self, he describes what he calls 'the readiness to be' which mirrors the concept of a self-actualizing person:

> "Not to be an authentic human being – not to feel, perceive, think directly through one's own senses, and stand by one's own convictions – means to fail to meet life fully, intensely, seriously, with all the daring, risk, and imagination that true experiences engender. Readiness is simply this: the commitment, involvement, and presence of real persons, facing real problems and living through the pain and the joy of real learning. Readiness means meeting life as it emerges in all its ranges of depth and intensity. It is not some abstract capacity that suddenly appears as motivation for learning and achievement. It is the willingness of the person to immerse himself in experience, to steep himself in the world, and to let unknown directions emerge. It is a time to savor, enjoy, digest, relate, and discover" (p. 38-39).

Richard Leider expanded upon the theme of humanistic psychology that relates to discovering one's life purpose. He states that, "We have to work at finding our true self. If we act on a false self, the self that is put together by a mask of approval and busyness, we will always jump from one illusion to another. We will never be deeply satisfied. We need to start unmasking our illusions. Slowly, we need to discover what part of busyness is just cultural consensus (i.e., norms we accept) and what part is an expression of our real purpose" (1997, p. 48). In interviews he conducted with adults over the age of 65, he asked them

what they would do differently if they had to live their lives over again. He found that three themes consistently stood out: Be more reflective; be more courageous; be clear earlier about purpose. Leider concludes that all people have a natural desire and capacity to contribute to life, and a purpose that is unique, within, and waiting to be discovered (1997).

Existentialism

The value of having a sense of purpose and meaning in life is a common tenet shared by Humanistic Psychology and Existentialism. Viktor Frankl, while imprisoned in a Nazi concentration camp, discovered that those who had a life purpose were more likely to survive than those who didn't. He came to believe so strongly that a sense of purpose was key to a quality life, that he created Logotherapy to assist people in finding meaning in their lives (McGee-Cooper, 1990). Irvin Yalom (1980) reports that, "The empirical research on meaning in corroborates the following:

1. A lack of sense of meaning in life is associated with psychopathology in a roughly linear sense; that is, the less the sense of meaning, the greater the severity of psychopathology.
2. A positive sense of meaning in life is associated with deeply held religious beliefs.
3. A positive sense of life meaning is associated with self-transcendent values.
4. A positive sense of meaning is associated with membership in groups, dedication to some cause, and adoption of clear life goals.
5. Life meaning must be viewed in a developmental perspective: the types of life meaning change over an individual's life; other developmental tasks must precede development of meaning" (p. 459-460).

In Existential thought, meaning in life is not automatically inherent, but comes from searching for, discovering, and creating a unique purpose. Existential therapy encourages people to examine their lives and to make choices that help them lead fully authentic lives by becoming what they are capable of being (Corey, 1991). Corey describes the application of the Existential approach as one that is useful for people facing developmental crisis of a transition in life and those seek personal enhancement. It's helpful for those with existential concerns such as making choices, dealing with freedom and responsibility, making sense of life, and finding values (1991).

Facilitating Growth

Carl Rogers person-centered approach is grounded in humanistic and existential psychology. His work is an elaboration of the interpersonal conditions most helpful in awakening and actualizing the inner self (Moss, 1999). In speaking of the actualizing tendency Rogers writes that, "This tendency may become deeply buried under layer after layer of encrusted psychological defenses; it may be hidden behind elaborate façades which deny its existence; it is my belief however, based on my experience, that it exists in every individual, and awaits only the proper conditions to be released and expressed" (1961, p. 351).

Rogers believed that three conditions must be present to create such a growth-promoting climate, and these conditions apply in any situation in which the development of the person is the goal (1980). The first condition for facilitating personal growth is congruence or genuiness in which the therapist

(teacher, facilitator) is transparent. This means being authentic without any kind of false front and having a match exist between inner and outer experience. This allows for a climate of honest and open communication. The second condition is unconditional positive regard in which a deep and genuine caring is communicated. This is characterized by accepting others for who they are, being non-judgmental, and recognizing their right to have feelings. Clark Moustakas echoes this, saying, “We can assist in the creative development of others by recognizing each person as a unique being of unqualified value” (1971, p. 39). The third condition is empathic understanding, which means accurately sensing the feelings and personal meanings of others and communicating this understand back to them. When such a growth-enhancing climate is created, a person becomes more genuine and experiences a greater freedom to actualize potential (Rogers, 1980), (Corey, 1991). By focusing on the growth process and creating a climate safe for self-exploration, Rogers approach helps people can get in touch with their true selves (Rowan, 1988).

SUMMARY

Prevalent throughout the theories of college student development are the tasks of identity development, self-awareness, values assessment, developing a sense of purpose and meaning, finding voice, and goal clarification. These themes are also found in humanistic psychology, in which the inherent potential within people is recognized, encouraged, explored, nurtured, and developed.

Pro-actively applying the principles of Humanistic Psychology to the task development of college students may facilitate personal growth.

CHAPTER 3

RATIONALE: A REVIEW OF AN INTUITIVE PROCESS

The Spiral Model of Personal Growth has been the result of many years of education, experience, and practice. This process has been guided by intuition and the model has unfolded, almost of it's own accord. Following is a review of the steps that lead to the creation of this model.

During my junior year of college I came across an excerpt from the book Imagineering by Michael LeBoeuf (1980) as part of a magazine article on goal setting. This excerpt outlined an exercise for formulating goals in six categories (career, personal-relationship, recreational, personal-growth, material, and prestige), starting broadly with brainstorming and culminating with three important goals. Further instructions showed how to refine, polish, and prioritize these goals. I found this activity so useful that I have continued to re-do it on a yearly basis ever since. Through the years I have modified and fine-tuned the exercise to better serve my needs and include more areas of my life.

As a Residence Hall Director at Moorhead State University I occasionally shared this exercise with individual students who were struggling with focusing their energy, choosing or changing majors, making career plans, setting priorities, or finding a balance in their life. Time after time these students commented on how helpful this exercise had been for them, and as word spread, more students came to me specifically asking for this exercise. This lead me to re-work this activity into a 90-minute program on goal-setting, which I then

offered to the students living in the Residence Halls. This program was well received and I continued to offer it, upon request, to many different groups and organizations on campus, revising and refining it over time.

With the success of this workshop, I began creating other programs on related topics. The sources for these programs included work experience, observation, what I heard students talking about, what I was learning from professional conferences I attended, and what I learned from my own reading in the areas of personal growth, psychology, and student development. I was especially influenced by the work of Maslow, Rogers, and Chickering as expanded upon in Chapter 2 of this paper. I soon had many programs in my repertoire, including the Myers Briggs, which I had learned to administer, interpret, and present. As a graduate student in Guidance & Counseling at the University of Wisconsin-Stout and a professional staff member in the Residence Life Department, I continued to learn, experiment, modify, create, and present workshops in the area of personal growth and development.

Through my graduate coursework I began to develop my theory of counseling and development, and discovered that my thinking drew upon Existential and Humanistic Psychology along with the Person-Centered approach of Carl Rogers. I wrote in a paper for my Counseling Theories class that, “I hold an existential and humanistic view of human nature. I believe that people have an innate tendency toward self-actualization and personal growth and that they flourish in a nurturing environment. In our journey through life we face the task of making meaning of it asking, ‘Who am I? Who am I becoming? Why am I here?

What can I be? What is the meaning of life?' Through self-awareness we have the capacity to connect with our own answers to these questions" (1994). I came to believe strongly in the value of helping others discover their potential, and felt my own sense of mission forming. I became aware that the programs I had been presenting fit in well with this philosophy.

As I continued to do personal development type programs, I noticed that certain programs seemed to naturally follow other programs. Participants who had learned about their Myers-Briggs type and took part in other self-awareness activities found it easier to do the Personal Mission Statement program. Those who had done the Personal Mission Statement program had an easier time with the Life Planning and Goal Setting program. Time Management was a topic that worked better once a person had established a sense of purpose and had clarified some goals. As I noticed this pattern forming I attempted to organize my thinking in the form of a model. I started with a list of program topics placed in a logical order, based upon my experience and intuition, as follows:

Identity Development

Values Assessment

Discovering Purpose

Life Planning and Goal Setting

Achievement/Time Management

It occurred to me that once some achievements have been made, a person's sense of identity grows and changes and this may lead back to the question 'Who Am I?' , or perhaps, 'Who Am I Now?'. I then began to see my list as

circular. The next leap I made was to see that we revisit all the topics again, not just identity, perhaps many times throughout our lives. I began thinking of a spiral as I thought of Carol Pearson's work with Jungian Archetypes. In her book, The Hero Within, she describes the journey of individuation as more circular or spiral than linear. Pearson writes , "I would illustrate the typical hero's progression as a cone or three-dimensional spiral, in which it is possible to move forward while frequently circling back. Each stage has its own lesson to teach us, and we reencounter situations that throw us back into prior stages so that we may learn and relearn the lessons at new levels of intellectual and emotional complexity and subtlety" (p.13). She also says, "The hero's journey is not a linear path but, as I suggested earlier, a spiral. We keep circling through its archetypal manifestations at different levels of depth, breadth, and height. It is not so much that we go anywhere, but that we fill out" (p. 154). Influenced by her thinking, I placed my series of program topics in a spiral and then had an inspiration that what I was looking at was more than a model for a program series. In the bigger picture, perhaps, this was a model for personal growth as each topic area seemed to me to ask a basic developmental question. The list then became a series of questions in a spiral format:

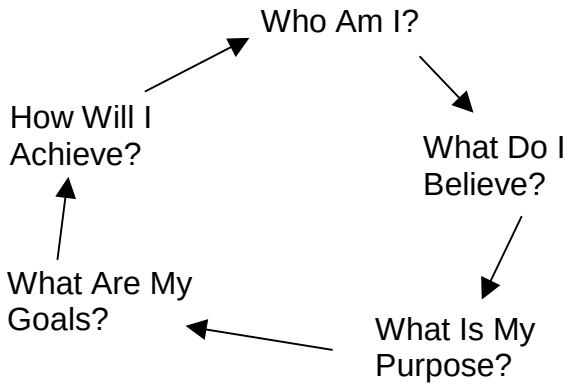

Figure 1

In choosing a topic for this Plan B paper, I decided to take a more formal look at Student Development Theory and the principles of Humanistic Psychology in order to further develop this model and to create ways of using the model to enhance personal development in working with college students. I see myself as a personal growth facilitator in the big picture of things – my mission and purpose in life at this time. This guides me to look for things that help me to fulfill this purpose – tools, theories, models, ideas, information, etc. in order to help people connect with their potential and move toward self-actualization. What helps them do this? What can I do, in my role as a counselor and educator, to facilitate this process? Can I create a working model that makes sense to me and is based upon my experience and knowledge level? Are there other models based upon a spiral pattern that can inform my thinking? What is the value in a person's life of having a purpose or sense of mission? My goal also became to create a model that is practical and lends itself well to being put into use by Student Affairs professionals.

Through this intuitive process I have a starting point for the development of a Spiral Model For Facilitating Personal Growth, informed by Student Development Theory and Humanistic Psychology. This model is presented in the next chapter.

CHAPTER 4

SPIRAL MODEL OF PERSONAL GROWTH FACILITATION

INTRODUCTION

The Spiral Model of Personal Growth Facilitation, as shown in figure 2, describes a way to view the journey of individual development throughout the adult life span. The spiral pattern shows that each of the eight elements are revisited time and again at broader and deeper levels each time, building upon previous trips through the spiral. Each element, in the form of a question, flows intuitively out of the previous question. Although the model shows each component separately and in a certain order, all questions are in the process of being asked concurrently to some degree. The order of the components of the model mirror the cycle of the seasons with a time for planting, growing, harvesting, and resting. Student Affairs professionals can use this model as a guide in creating programs, exercises, and interactions to facilitate personal growth.

GENERAL OVERVIEW

The Spiral Model starts with the inner tendency toward self-actualization as a motivating force or energy. The first question this gives rise to is ‘Who Am I?’ which is characterized by self-discovery and identity development. Flowing out of this first step in self-awareness is the question, ‘What Do I Believe?, which is a time of uncovering, assessing, and clarifying values along with the

Spiral Model of Personal Growth Facilitation

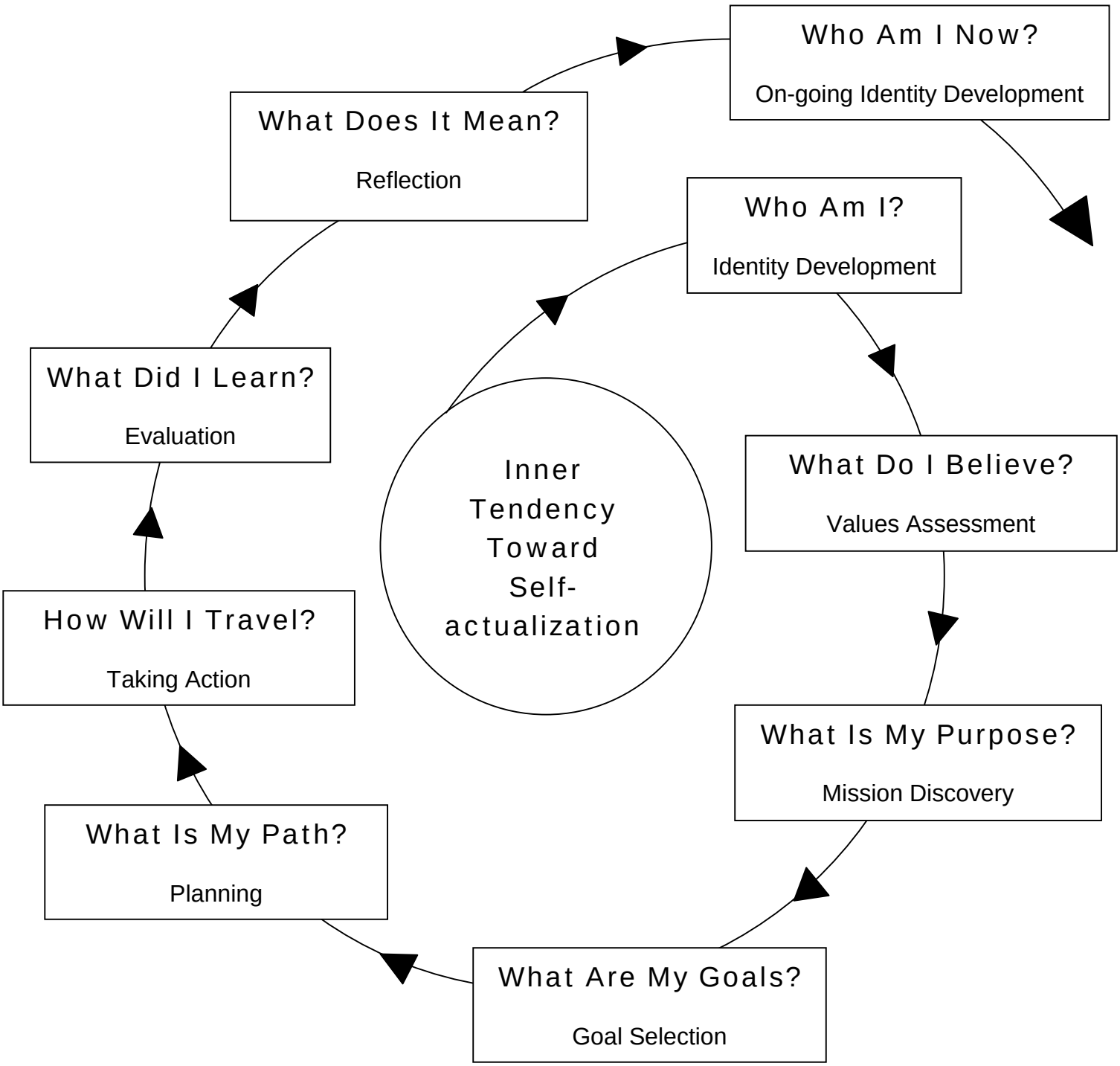

Figure 2

development of a philosophy of life. The next question to pursue is 'What Is My Purpose?' given who I am and what I believe. This is typified by the discovery of a personal mission in life. Once a sense of purpose is established, the question becomes 'What Are My Goals?'. A personal mission is broad in nature and goals are more specific, derived from one's life purpose. In order to accomplish goals, one needs to get even more detailed, asking 'What Is My Path?', and planning the step-by-step route to travel. 'How Will I Travel?' is the question chosen to illustrate a time of taking action, staying motivated, and completing tasks. Out of these experiences comes a time for evaluation and asking 'What Did I Learn?'. By looking back, one can harvest a rich supply of information about what worked, what didn't work, what can be modified, etc. Finally the question 'What Does It Mean' is asked and a time of reflection is entered. A person moves from the details back toward the big picture of things in life, contemplating and making meaning out of it all. The spiral then wraps back around on itself and the questions becomes 'Who Am I Now?', as a person changes through experiences along the journey. As Corey writes, "Fully functioning people tend to reflect and ask basic questions such as 'Who am I? How can I discover my real self? How can I become what I deeply wish to become? How can I get from behind my façade and become myself?' " (1990, p. 7). He states that growth is a continual process of challenging and revising perceptions and beliefs (1990).

According to Rumer Godden, every person is a house of four rooms – physical, mental, emotional, and spiritual. Although we may each tend to live in

one room most of the time, we need to enter all rooms each day, even if only to air them out, in order to be complete (1989). Overlaying this philosophy on the proposed model, one question along the spiral may have a person's attention more than the others at any given time, and perhaps a person may even favor one element, preferring to spend more time on it. However, growth in one area is connected to and enhances all other areas, and at some level all questions are being worked on simultaneously.

THE SPIRAL PATTERN

The spiral pattern was chosen for this model because it seems to universally represent on-going growth and development, and because several theorists have used it to effectively illustrate their philosophies.

Spirals represent continuous growth and are dynamic, not static, in nature. As with a circle it comes back around to the beginning point, however it does so at a wider, broader, level. This illustrates growth that builds upon previous experience, and does not merely repeat a stage. Carl Jung writes that, "The mandala serves a conservative purpose – namely, to restore a previously existing order. But it also serves the creative purpose of giving expression and form to something that does not yet exist, something new and unique. The second aspect is perhaps even more important than the first, but does not contradict it. For, in most cases, what restores the old order simultaneously involves some element of new creation. In the new order the older pattern returns on a higher level. The process is that of the ascending spiral, which

grows upward while simultaneously returning again and again to the same point" (1964, p. 225)." Angeles Arrien, a cultural anthropologist, has extensively studied the meaning and significance of symbols from a cross-cultural perspective. She discovered that the spiral is one of five universal shapes that appear in the art of all cultures and has a similar meaning in each. "The spiral symbolizes the process of growth and evolution. It is a process of coming to the same point again and again, but at a different level, so that everything is seen in a new light" (1992, p. 47).

Pearson uses the spiral to describe the path of the hero's journey, in her theory of inner development and the quest for wholeness, based upon Jungian archetypes. "Thinking of the hero moving through stages of preparation, journey, and return, and being aided by twelve archetypes in order, is a useful teaching device, but in most cases, of course, growth really does not happen in such a defined, linear way. The pattern is more like a spiral: the final stage of the journey . . . folds back into the first archetype . . . but at a higher level than before" (1991, p. 12). Claudia Black uses the metaphor of a spiral path to represent the healing process in her book, The Missing Piece: Solving The Puzzle Of Self. She writes that, "Your sense of self forms in a spiraling process, layer by layer from the inside out, year after year. Each time you face a new situation in your life, your self attempts to take in the new information to incorporate it. This ongoing dynamic process makes you a product of your experiences. The Self is forever changing and growing" (1995, p. 158). Richard Leider speaks of a 'purpose spiral' and states that, "All life is a spiral of change, a

constant graceful curve toward purpose. There is a definite pattern to it all. And we spend our whole lives seeking that pattern by discovering different questions at different ages and stages" (1997. p. 51). Others who have used the symbol of a spiral in their work include Levin (1988) and Kegan (1982).

THE SEASONAL CYCLE

The eight points around the spiral reflect the seasons of the year. Winter is the time of going inward for rest, renewal, and contemplation. Carol McClelland, in writing about the seasons of change, describes winter as a quiet time of renewal to reconnect with your inner essence and to begin the process of discovering who you are (1998). Such is the time of reflecting upon one's identity and values, the first two steps on the spiral. Spring is a time for preparing the soil and planting seeds. Goals (the seeds) can be seen as being planted in the 'ground' of mission, and growing out of a sense of purpose, as in the next two steps of the spiral. Summer is the time of rapid action in the form of growth, when planted seeds begin to sprout and grow to maturity, if tended well. This resonates with putting plans into action and watching them come to fruition, as in the fifth and sixth steps of the spiral. Fall is the time of harvest, taking stock, and putting away stores of food for the Winter. Asking the question, 'What Did I Learn?' is a harvesting of knowledge and experience gained. This leads to a winding down time, moving into a reflection or 'taking stock' of one's life. Just as food harvested and stored provides nourishment for the next cycle to come, so

too does gaining a sense of meaning after a time of evaluation and reflection, as in the last two steps of the spiral.

ELEMENTS OF THE SPIRAL

In this section each element along the spiral will be described along with some suggestions and resources for facilitation.

Who Am I?

This is the first question on the Spiral Model, coming out of the innate calling toward the fulfillment of potential. Wayne Muller writes that, “Many spiritual traditions and practices begin with a single question: Who am I? The question is a persistent and intimate companion. The search for our essence, our identity, is fundamental . . .” (1996, p. 3). Therapist Susanna McMahon, writing about the question ‘Who am I?’ says, “This question may be considered *the* question of our existence. It may be answered on many levels, as any answer would contain some combination of philosophical, ethical, spiritual, or behavioral perspectives” (1992, p. 3). It is a natural beginning for the journey of personal growth.

This step on the personal growth spiral could be facilitated by a number of different self-awareness activities and assessments. Some existing examples include the Myers Briggs Type Indicator, the Heroic Myth Index Within (Pearson, 1991), and the Enneagram (Hurley & Dobson, 1991). Exercises can also be created by practitioners to assist students with self-discovery.

What Do I Believe?

This is the second question on the spiral and its purpose is to assess and identify personal values. Simon, Howe, and Kirschenbaum (1995) write that, "There have always been parents, teachers, and other educators dating at least back to Socrates who have sought ways to help people think through values issues for themselves. They have done this in many ways – by asking good questions, being a good listener, encouraging self-knowledge, and demonstrating trust in the seeker's ability to find the answers" (p. 9). They offer a variety of exercises toward this end in their book on values clarification. A facilitator could encourage group discussions on values by asking questions from books such as The Conversation Piece (Nicholas and Lowrie, 1996), The Book Of Questions, (Stock, 1987), or If . . . Questions for the Game of Life (McFarlane, Saywell, and Rosenthal, 1995).

What Is My Purpose?

The next element on the spiral focuses on discovering purpose and developing a sense of mission. The first two steps create fertile ground out of which purpose can grow. Subsequent steps build upon the answer to this key question. Leider states that, "purpose is the quality we want to center our work around – the way we orient ourselves toward life and work. It is the way we make sense or meaning out of our lives. . . It may find expression through family, community, relationship, work, and spiritual activities. We receive from life what we give, and in the process we understand more of what it means to discover our

purpose" (1997, p. 11). A variety of books offer information and exercises designed to elicit purpose, which can be adapted by practitioners using the spiral model. Examples include books by Leider (1997), Covey (1990), Sher (1994), Tieger and Barron-Tieger (1995), Everett (1995), and Breathnach (1998).

What Are My Goals?

Once the big picture of 'mission' has been established, the next step is to become more specific by selecting and defining goals. All areas of life need to be considered when setting goals, and not just the category of work/career. These might include relationships, education, health, leisure, personal development, financial/material, family, community service, and spiritual goals. Sher writes that, "A goal is the basic unit of life design. It's easy to dream; with just a little encouragement you can close your eyes and conjure up a whole new life for yourself. But if you want to make that life come true, you will have to start by choosing one piece of it and deciding that that's the one you're going to go for first" (1979). A sampling of goal-setting information for use in designing program materials include Lakein (1973), LeBoeuf (1980), Sher (1979), Blair (2000), and Smith (1999).

What Is My Path?

Path creation is the bridge between goal setting and taking action. This step involves research, gathering resources, and making a step-by-step plan that is broken down into achievable tasks. These tasks are placed in a logical order

of accomplishment and serve as a road map for the journey, with a goal being the destination. Sher says that, "Planning has got to go *backwards*: from the distant future to tomorrow . . . from the intimidatingly large to the reassuringly small . . . from the whole vision of your goal to its component parts, little things you can do one by one" (1979, p. 136). Her book, Wishcraft: How To Get What You Really Want is an excellent resource for designing a program session on path creation and the backwards planning method. Another good source from which to derive ideas is Melissa Everett's book, Making a Living While Making A Difference (1995). She states that to become unblocked and move forward with life a person should, " . . . respond to any project that seems overwhelming by breaking it down into smaller and smaller components until you identify a bit that's manageable, even if you have to get down to a really tiny level. Then, when you've identified absolutely do-able steps, act on them immediately in whatever order is possible for you" (p. 79). She offers many ideas for stabilizing one's life, developing critical research skills, and crafting a career.

How Will I Travel?

With a goal as the destination and path creation as the road map, this step is about the journey itself. This is the action stage and it's about maintaining motivation and traveling well. Several topics lend themselves to program sessions at this stage of the spiral. These include time management, wellness issues (exercise, sleep, nutrition, spirituality, mental health), stress management, and learning to live in the 'now' and be present for the journey. Part of staying

motivated is in remaining connected to one's values, mission, and goals – keeping them visible and living in congruence with them.

Time management resources include Morgenstern (2000), Lakein (1996), Silber (1998), and Winwood (1990). In particular, Type and Time Management by Sharon Fitzsimmons (1999) looks at how time management works differently for each of the 16 Myers Briggs Type personalities. Another use of the Myers Briggs for this step in the spiral is the booklet, Introduction To Type In College by DiTiberio and Hammer (1993), that talks about sixteen paths through college. They cover topics such as choosing a major, learning styles, studying, playing, and dealing with stress. Wellness topic materials include Travis & Ryan (1988), Everett (1995), and McGee-Cooper (1990).

What Did I Learn?

This stage of the spiral is about a time of evaluation and taking stock of the lessons learned through successes, failures, and experiences. It is not about ruminating over mistakes, but taking a look at the journey from the viewpoint of what can be learned. It's about celebrating accomplishments, milestones, and goals achieved. This process provides valuable information for use in the next turn around the spiral. Keeping a journal is an effective technique for getting the most out of this step. Facilitators use this element of the spiral to teach the value of journaling and effective methods to students. One suggestion is to have students begin keeping a journal from the beginning of a program series based on the spiral model. These journals can then be referenced at the 'What Did I

Learn' part of the spiral and used to gain insights. There are a large number of books about journal keeping which include Bender (2000), Chapman (1991), Marshall and Marshall (1997), Keen and Valley-Fox (1989), and Millman (1998). There are many good sites on the internet as well such as www.shpm.com/articles/health/journal.htm, wwww.writingthejourney.com, and www.nzdances.co.nz/journal/index.htm. This step leads to the process of making meaning.

What Does It Mean?

This stage is characterized by a time of reflection, introspection, and new inspiration. This is the realm of the broadest viewpoint, encompassing identity, values, purpose, and goals. Travis and Ryan write that, "The search for meaning is a complex energy output that involves all previous energy forms. It involves the basic questions: Who am I? Why am I here? Where am I going? What do I want? What is real? What is true? Regardless of whether these questions are conscious or unconscious, all life activity, all other energy expressions, are colored by them. Addressing these questions to some satisfaction encourages a balanced life, and provides the individual with a focal point toward which to direct energy" (1988, p. 196). Out of this step comes the development of a philosophy of life as an answer to the question of meaning. It is also a time for feeding the mind through reading, exploring new territory, and exposing oneself to new ideas, experiences, and ways of seeing the world. It is a time for being inspired.

Practitioners facilitating this part of the spiral can draw from a number of areas such as spiritual development and exploration, meditation techniques, facilitated discussions, journal writing, philosophy, literature, and humanistic psychology. Facilitators may have students write a statement of philosophy or practice periods of total silence and solitude for reflection. A sampling of resources include, Travis and Ryan (1988), Muller (1996), Keen and Valley-Fox (1989), Campbell (1993), Frankl (1984), McLennan (1999), Davich, 1998), Leshan (1974), Ozaniec (1997), and Fowler (1981).

SUMMARY

The spiral model provides a way to organize several elements of personal growth into a useful tool for facilitating student development. However, no model is more important than an individual's journey and any person's path may be quite different from this model. The spiral is meant to capture some of the elements of personal development in a snapshot, but not as some "right way" to proceed. It serves as just "a" way to look at it – one that may be helpful in creating a bridge between theory and practice.

CHAPTER 5

PROPOSED USES OF THE SPIRAL MODEL FOR FACILITATING PERSONAL GROWTH

INTRODUCTION

The Spiral Model provides a foundation for building workshop sessions, individual counseling interventions, and programs to facilitate personal growth. This chapter includes some suggested uses for the model and a sample outline for a program series.

SUGGESTED USES FOR THE SPIRAL MODEL

Working With Individuals

Professionals in the field of Student Affairs on college campuses seeking to encourage student development may find several uses for the spiral model. In working with individual students, practitioners can listen for clues about where the student may be on the spiral, and what process can currently be facilitated. For example, if the student is struggling with finding a sense of purpose, an exercise for creating a personal mission statement could be introduced. Or perhaps a student is having difficulty in setting meaningful goals and would benefit from exercises in the previous three steps of the spiral.

Single Event Programs

A single-event program can be designed to introduce the concept of the spiral model, looking at it as a whole and touching upon each element in an abbreviated way. In this way students are exposed to these ideas and can further pursue the areas that interest them. A survey could be taken at the end of the workshop to find out the topics on which the students would like future programming. Each individual element of the spiral could serve as a program topic and conducted as a stand-alone workshop.

Personal Growth Groups

Personal growth groups could be formed around this model and offered by women's centers, counseling centers, residence life departments, campus health centers, etc. Students can support each other in the process of personal development, guided by a facilitator.

Program Series

A program series can be designed that spends at least one session on covering each element. An example of such a series is outlined in this chapter. This program can be offered by student activities in leadership programs, by residence life departments, counseling centers, career development centers, and other areas of Student Affairs. A group of Student Affairs professionals could jointly sponsor such a program series, with each person conducting the

session(s) that is their area of expertise. Academic Affairs professionals could be included in such a collaboration as well.

The spiral model is designed to offer professionals great flexibility to take their particular audience into account and fine-tune a program or intervention accordingly. Many other uses for the model are possible limited only by the creativity of those choosing to use it.

SAMPLE PROGRAM SERIES OUTLINE

Following is an outline for a proposed program series for facilitating personal growth in college students, based upon the Spiral Model. A suggested title for this program is 'My Life, My Choice'.

Session Format

This program is designed to be offered over the course of ten weeks, meeting once each week for approximately 2 hours. This will allow adequate time to complete the suggested material, activities, and discussions. A class size limit of 12 students is recommended so facilitators can give individual attention to each person, so participants can get to know each other more easily, to help discussions flow better, and to allow the necessary time for sharing which is integral to the activities. The value of the program is not just in the information presented and the activities completed, but it is also in creating a nurturing environment conducive to personal growth. It's important for students to get to know each other and feel comfortable enough to participate freely and this is

more easily accomplished in a small group. The room should be large enough to set up desks or chairs and tables in a circle so everyone can see everyone else. The general format for each session (other than the first and last week) is:

I. Check-in Time

Go around the room and have each person “check in” with the group by answering the question for that day and perhaps rating their current overall energy level on a scale of 1 – 10.

II. Mini-Lecture

Introduce the session topic and present information and materials.

III. Activity

Conduct the activity, exercise, or assessment for the session.

IV. Sharing Time

Each participant is given the opportunity to share their results with the group.

V. Discussion Time

A facilitated group discussion on the session’s topic and/or whatever else has arisen as a result.

VI. Assignment

Give out any assignment to be completed before the next session, including any journal questions or suggestions to try.

VII. Wrap Up

Each participant shares the one best thing they got out of this session.

Supplies

Each participant will be provided with the following supplies:

1. One 1.5 inch white 3-ring binder with a clear pocket cover.
2. Ten 3-ring binder section dividers, labeled Week 1, Week 2, etc.
3. 50 sheets of 3-hole punched plain white unlined paper.
4. One set of colored pencils or thin colored markers.
5. An ink pen and a pencil.
6. Large manila envelope.
7. Glue stick.
8. Poster board.
9. Introduction To Type In College by DiTiberio and Hammer
10. Myers Briggs Type Indicator Form M, Self-Scorable
11. Index cards.

Session 1 – Program Introduction

Welcome & Introductions

Facilitator welcomes participants to the program, congratulates them on choosing to be part of this program, and introduces him/herself. Each student introduces him/herself and states one reason why they chose to participate in the My Life, My Choice program series.

Overview

The facilitator gives a brief overview of the agenda for today's session.

Ice Breakers

The Forced Choice Activity:

Have students stand up and then ask them to move to the side of the room indicated by the facilitator that matches their choice. The facilitator has a list of either/or choices to go through. These should be choices that are low risk in what they reveal about participants. Examples might include: Are you more like a lake or a rushing river? Do you prefer chocolate or vanilla? Are you more of a planned person or a spontaneous person? Country music or Rock and Roll? A pencil or a pen? New York City or the Rocky Mountains? Occasionally people may want to choose an in between position and that's okay. From time to time the facilitator can ask a few people to share why they chose what they did. Keep the activity humorous and light. The students will begin to pick up on who they have more in common with and may start to make some connections with other students. Start out with simple choices and increase the complexity over time. Stop the activity at it's peak while people are feeling energized and before the activity becomes tiresome.

The Scribble Exercise:

Instruct participants to take out a clean sheet of paper and a colored pencil or marker. Have them begin to scribble/doodle continuously all

over the paper without lifting their pencil. Allow them to do this for about 15 seconds and then have them stop. Without realizing it, each person has written their first name somewhere in their scribble. Instruct them to study their drawing and find it. Once found, use a contrasting colored pencil or marker and go over the letters of their name to make them stand out. They can then continue to decorate their drawing with all of their markers until everyone has found their names, as time allows. Go around the room and have each person show their scribble, how they found their name, and a comment about what this was like for them. Then are instructed to insert their name scribble onto the front of their binder to personalize it.

Preview of Program Series and Introduction of Spiral Model

Explain to students that their participation in this program series may be like the Scribble Activity. The purpose is to find their true self out of what may seem like a tangle of ideas and information. It may not be easy to see at first, but as they persist it will become more clear to them. Hand out copies of the Spiral Model and the course outline to be inserted behind the first section divider of the binder labeled Week 1. Explain the model, the concepts of self-actualization and human potential, and briefly touch on each element. Explain that the purpose of the model and program is to engage students in their personal growth process by bringing each of these pieces into their consciousness. The facilitator briefly explains the

value of self-awareness, identifying values, discovering purpose, setting goals, etc. Impart the idea that it is a worthwhile pursuit to become more aware and to pay attention to these processes and questions as they arise in their lives.

Expectations

Cover the expectations of participants in order to get the full benefit from the program series. These expectations can include:

- Be an active participant – join in the discussions.
- Feel free to ask questions.
- Attend each week – each session builds upon the last.
- If you need to miss a session due to illness or emergency, please contact facilitator ahead of time whenever possible, or as soon after as possible to arrange a catch-up session.
- Be a good listener when other students are sharing and speaking.
- Bring your binder and writing utensils each week.
- Be on time.
- Confidentiality – any personal sharing that occurs stays within the group.
- Any other special expectations the facilitator may have.

The facilitator may also ask participants what expectations they have of the facilitator and each other.

Questions

Offer a time for participants to ask questions.

Assignments

Instruct participants to begin a journal behind the Week 8 divider. Explain that they will be keeping a journal throughout this course and each week they will be given a suggested journal activity to try each session. They are strongly encouraged to make this journal their own and use their own style, using their own impulses regarding how and what to write. These journals will be important to have for the Week 8 session and beyond. The suggested journal activity to complete before next week is the 'I Am' list. Start by writing the words 'I am' and complete the statement with a role, characteristic, descriptor, title, name, etc. Continue to do this to create as long of a list as you can. Don't censor yourself – go for quantity. A sample list might include these statements:

I am a college student.
I am a sister.
I am philosophical.
I am Lutheran.
I am funny.
I am a good listener.
I am a snowboarder.
I am Jane Doe.
I am messy.
I am honest.
I am tall.

Other lists can be created of your favorite movies, your favorite books, your favorite people, your favorite songs, your favorite activities, etc. If you choose, you can leave another column next to it to say why these are your favorites.

Wrap Up

Go around the room and have each participant share what they are most looking forward to in this program series.

Session 2 – Who Am I?

Check In Time:

Go around the room and have each person share 5 of the “I Am” statements from their journal assignment for the last week.

Mini- Lecture:

Introduce the ‘Who Am I?’ element of the spiral and the topic of identity development and self-awareness. Give an introduction to the Myers Briggs Type Indicator including information on the theory upon which it is based, the different areas in which it is used, it’s value, etc.

Activity and Sharing:

Administer the Myers Briggs Type Indicator using the Self-Scorable Form M, which is available from Consulting Psychologists Press, 3803 East Bayshore Road, Palo Alto, CA, 94303. When participants have finished scoring their indicators, verify that they have all correctly determined their type. Handout the booklet, Introduction To Type In College (DiTiberio & Hammer, 1993) and go through the booklet. Information from other

resource books on the Myers Briggs can be incorporated, as well. Blend lecture with sharing throughout this segment of the session.

Discussion:

Facilitate a discussion on how participants might use the knowledge of their personality type and of the Myers Briggs theory.

Assignment:

Hand out a large manila envelope to each student and instruct students to collect magazine/catalog pictures and headlines that represent what they love, what they value, what appeals to them, etc. They should bring these envelopes full of pictures with them to next week's session. The journal assignment for the week is to write about what they learned about themselves from the Myers Briggs, and any insights they gained about their relationships with others in their life from this perspective (parents, siblings, friends, teachers, etc.)

Wrap Up:

Go around the room and have everyone share the one best thing they got out of today's session.

Session 3 – What Do I Believe?

Check In:

Go around the room and have everyone share their current energy level on a scale of 1 – 10, and tell everyone about the most interesting thing that has happened to them in the last week.

Mini-Lecture:

Introduce this element of the spiral and information on values clarification, using the resources listed in Chapter 4.

Activities:

Ideal Day Collage:

Hand out poster boards and glue sticks to each student and have them create a collage of their ideal day with the pictures they collected. Provide a stack of a variety of magazines and catalogs as a source for extra pictures if needed. They can also use markers to add items for which they cannot find pictures. Further instructions and handouts on the Ideal Day Exercise are included in Appendix A.

Sharing:

Have each person display their collage and then read the description they wrote of their Ideal Day.

Discussion:

Facilitate a discussion, as time allows, on where people get their values, how one chooses values, living in a culture with a multitude of differing values, etc.

Assignment:

For this week's journal activity, place their Ideal Day writing into their journal and complete Part Two of the Ideal Day exercise (Appendix A).

Wrap Up:

Each person shares the one best thing they got out of today's session.

Session 4 – What Is My Purpose?

Check In:

Go around the room and have each participant share one insight they gained from the journal activity for the last week.

Mini-lecture:

Introduce the 'What Is My Purpose?' element of the spiral, providing information on the value of discovering one's life purpose.

Activity:

Facilitate the Personal Mission Statement exercise (Appendix B).

Sharing:

Have each person share the rough draft of their Personal Mission Statement.

Discussion:

Facilitate a discussion on what students felt they got out of this exercise, any insights they gained, any roadblocks they are encountering, etc.

Assignment:

Instruct students to fine tune their Personal Mission Statements in their journals and write about any reactions or insights that have occurred.

Wrap Up:

Have everyone share the best thing they got out of today's session.

Session 5 – What Are My Goals?

Check In:

Have each person share a major goal that they have achieved in their life so far.

Mini-lecture:

Present the goal selection element of the spiral and information on the value of setting goals.

Activity:

Facilitate the Life Planning and Goal Setting exercise (Appendix C).

Sharing:

Have everyone share their top three goals as a result of completing the Life Planning and Goal Setting exercise.

Discussion:

Facilitate a discussion about the connection between a person's Myers-Briggs Type and which part of the program series they have liked best so far. For example, N's may enjoy the first three sessions, which are about theory and the big picture rather than the more specific nature of goal setting. S types may have felt impatient the first 4 weeks but may have found today's exercise more to their liking. What have they noticed about themselves and others in the group?

Assignment:

Transfer goals lists to journal and complete the process of making them measurable, realistic, specific, and congruent with each other. Write about any thoughts and insights gained.

Wrap up:

Have each person report on the best thing they learned in this session.

Session 6 – What Is My Path?

Check In:

Have everyone share the best thing that happened to each of them in the past week.

Mini-Lecture:

Introduce this week's element on the spiral model, the importance of path creation, and how it builds upon last week's work.

Activity:

Using the information found in Section Three of the book, Wishcraft: How To Get What You Really Want (Sher, 1979), demonstrate how to do 'backwards planning'. Then have each student choose one of the major goals they identified last week, and have them create their own backwards plan.

Sharing:

Have each participant share the goal they used for this activity and two or three of the tasks they can accomplish now that will help lead to achieving their goal.

Discussion:

Ask for those who had difficulty creating their plan to volunteer and then have the group work together to brainstorm and help remove roadblocks for them. Discuss the concept of ‘barn-raising’ as described in Sher’s book.

Assignment:

Place the results of the backwards planning activity into your journal and write about your thoughts and insights. Create backwards plans for other important goals you’ve identified.

Wrap Up:

Have everyone share the most interesting thing they discovered today.

Session 7 – How Will I Travel?

Check In:

Have each person share their Myers Briggs type and then rate themselves on how well they think they manage time on a scale of 1-10.

Mini-lecture:

Introduce the 'How Will I Travel' element of the spiral and explain how this includes the topics of wellness, stress management, time management, and staying motivated. Using the book Type and Time Management (Fitzsimmons, 1999), share information on the strategies different types use to manage their time.

Activity:

Administer the Wellness Assessment (Appendix D) and have participants identify areas they would like to improve in their life.

Sharing:

Have everyone share an area they are doing well in and an area they plan to work on improving.

Discussion:

Facilitate a discussion about wellness and the challenges college students face in this area. Have everyone share with each other strategies they use and find helpful.

Assignment:

Journal about the results of the wellness survey, personal challenges, strategies for improvement, etc. Consider your Myers Briggs type and how it plays into time management and wellness for you.

Wrap Up:

Have everyone share one thing they will do in the next week to improve their level of wellness.

Session 8 – What Did I Learn?

Check In:

Have each person report on the one thing they did in the last week to improve their wellness – if they were successful or not and why.

Mini-lecture:

Introduce this week's element and the value of taking time for evaluation, and looking back on what one has learned. Using the sources listed in

Chapter 4, teach participants about journaling techniques and styles. Include information on how to use journals for personal growth.

Activity:

Have participants read back through their journals and look for key insights, patterns, and themes that have emerged. Have them list these in their journals. Then have them answer the following questions in a sentence or two:

Who am I? (Describe yourself)

What do I value most?

What is my purpose?

What are the main goals I have that I feel motivated by? What am I most looking forward to?

What are the specific tasks I am currently involved in that will help me achieve my goals?

How am I traveling through life right now? What am I doing to create health and a sense of well-being in my life?

What have I learned over the last few weeks that is important to me?

Sharing:

Have everyone share something about themselves that they have learned over the course of this program series.

Discussion:

Have everyone share their favorite journaling technique and/or one they are looking forward to trying. Facilitate a discussion what they have discovered about journaling, what has surprised them, what roadblocks they face with it, etc.

Assignment:

Choose one of the journaling techniques you learned today and try it out. Suggested topics include things you have learned in life, things you know to be true, things you want to know more about, questions you have about life, what you have learned from past mistakes, what you have learned from past successes, etc. For next week, bring a favorite quote or saying to share.

Wrap Up:

Have each person share the best thing they learned today.

Session 9 – What Does It Mean?

Check In:

Have each person share how their journaling exercise went this past week, and share their favorite quote or saying with the group.

Mini-lecture:

Introduce this week's element, on reflection and making meaning. Talk about the value setting aside time for reflection and of having a philosophy of life. Explain that a personal philosophy reflects a combination of who you are, what you believe, your purpose and goals, your experiences, and what you have learned. A philosophy is a bigger picture than purpose or mission or values. These elements fall under the bigger umbrella of "meaning". Make a connection with the value of keeping and reviewing a journal and the development of a life philosophy. As time allows, introduce the idea of meditation as a tool for reflection and insight.

Activity:

Hand out a list with a wide variety of quotes, sayings, platitudes, proverbs, and axioms. Students can add any quotes to the list they would like. Ask participants to go through the list and mark each statement on a scale of 1-5 as follows: 1 = Does not at all reflect my views, 2 = Mostly doesn't reflect my views, 3 = Somewhat reflects my views, 4 = Mostly reflects my views, 5 = Completely reflects my views. Have them place this exercise in their journals. Ask them to review the statements marked with 4's or 5's and look for a common theme, if any. Then have participants sit comfortably with their feet flat on the floor and their hands resting palms up in their laps. Ask them to close their eyes and sit in silence for 5 minutes, reflecting on what life means to them.

Sharing:

Have everyone share the first three words that come to mind that describe what this experience of meditating was like. Ask participants to share any insights they gained and/or the quotes that best fit them.

Discussion:

Let the discussion flow out of the sharing session and further facilitate a conversation on the topic meaning and creating a personal philosophy of life. Prompter questions may include: How do the religious or spiritual beliefs you were raised with figure in to your philosophy? Are you comfortable spending time relaxing, reflecting, and meditating? What does it mean if you have come to a different conclusion about the meaning of life than family members or friends? What sources can you look to in developing your philosophy of life (books, poetry, people, yourself, movies, songs, religions/spiritual traditions, science, classes, etc.)?

Assignment:

In your journal, fill in this statement as many times as you can:

I believe . . . .

Write a draft explaining your philosophy of life at this time. At least once this week take 5 – 10 minutes and sit in complete silence and write about it in your journal.

Wrap Up:

Have each student share the most meaningful thing they got out of today's session.

Session 10 - Closure

Check In:

Have everyone talk about how their 5 minutes of silence went in the past week and have them share their personal philosophy statement.

Mini-lecture:

Review the Spiral Model and talk about how it wraps around and continues on at broader levels throughout life. Emphasize that our development is dynamic, not static and that our identities, values, purposes, goals, and philosophies grow and change as we experience life.

Sharing and Discussion:

By way of celebration of the completion of the program, serve snacks and beverages and play soft music in the background. Ask everyone to talk about any changes that have occurred in their life as a result of going through the 'My Life, My Choice' program. Allow this to grow into a conversation and as a time for everyone to enjoy each other's company.

Certificates:

The facilitator hands out certificates of completion to each participant and shares something about each person that they will always remember.

Closure:

Have participants write in each other's binder (yearbook style).

Evaluation:

Have everyone complete an evaluation of the course and turn it in as they leave.

CHAPTER 6

LIMITATIONS AND AREAS FOR FURTHER RESEARCH

INTRODUCTION

In this chapter the limitations and areas for further research of the Spiral Model for Facilitating Personal Growth and the suggested program series, 'My Life, My Choice', will be discussed.

LIMITATIONS

Some of the limitations of the model and program series include that it is untested, it may be incongruent with the values of some students, it requires a ten-week time commitment, it covers a limited number of developmental tasks, and it may be expensive to fund.

This model, and the proposed program series outlined in Chapter 5, have not yet been tested in practice. It has not been established, through research, if use of this model and/or the program series, indeed facilitate personal growth. As discussed later in this Chapter, research needs to be conducted to determine the usefulness of the model and program.

A second limitation is that it may not be useful for students who come from cultures that do not value the concept of personal growth. In writing about the limitations of the existential/humanistic approach in therapy, Corey writes that, "Values of individuality, freedom, autonomy, and self-realization often conflict with cultural values of collectivism, respect for tradition, deference to authority,

and interdependence" (1991, p. 459). Facilitators must take care to allow these values (and all values and points of view) to be expressed by students who choose to participate in the program.

The time commitment required for students who participate in the 'My Life, My Choice' program series is 2 hours per week for 10 weeks. This may be prohibitive for students with busy schedules such as those who must hold down a job in order to pay for college. For this reason It is suggested that this program not be conducted on a mandatory basis, but be offered to students who choose to sign up for it. Suggestions for other uses of the Spiral Model that require less time have been outlined in Chapter 5.

Another limitation is that this model and program do not cover all of the developmental tasks as described in the literature of college student development. For example, the elements of the spiral correspond more closely with Chickering's (1993) last three vectors (establishing identity, developing purpose, and developing integrity) than the first four. This may mean that programs built upon the spiral will find more success with students who are further along in their developmental tasks such as juniors and seniors. This model was not designed to address all student developmental tasks, but to contribute a useful piece that focuses on engaging human potential.

A final limitation may be the cost of running the 'My Life, My Choice' program. Funding for the supplies may be cost prohibitive for some students if they must purchase their own, and the cost may not be within the budget of a department that sponsors the program. One suggestion is to charge a fee to

students for the class that covers part of the cost of supplies. Several departments in the Student Affairs division could sponsor the program together and share the costs. It may be possible to obtain a grant to cover the costs, as well.

AREAS FOR FURTHER RESEARCH

Research is needed to test the soundness of the Spiral Model, the usefulness of the 'My Life, My Choice' program, and to serve as a guide for revisions and further development.

A longitudinal study combining a quantitative and qualitative approach could be designed to follow a group of people from college through adulthood. The purpose would be to ascertain if the elements of the spiral do repeat themselves, if they are incremental in nature, and if they tend to follow the order suggested by the spiral model. A measurement instrument could be created to indicate which element(s) are currently active in a person's life, and the instrument could be given at certain intervals and compared over time. In depth interviews could be conducted as well to see what patterns emerge and if they support the basic flow of the Spiral Model.

The usefulness of the 'My Life, My Choice' program could be tested comparing the results of a control group that does not attend the program and an experimental group that completes the course. This could be done quantitatively through the use of comparisons of a pre-test and post-test, and by comparing such things as retention levels and college success data. Research could also

be done qualitatively through oral interviews and written essays. A longitudinal study could also be conducted.

A further area for development of the Spiral Model is to see if it can be applied outside the field of college student development and expanded to include all adults. It may be possible to create uses for the Spiral Model in the fields of human resource development, personal coaching, counseling, and community education programs.

Although there are limitations to the model and suggested program series, as well as a need for further research, the basic premises of encouraging self-actualization and promoting human development remain worthwhile pursuits. It is hoped that the Spiral Model for Facilitating Personal Growth finds success toward that goal.

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APPENDIX A

IDEAL DAY EXERCISE

The following exercise has been adapted from the book, Wishcraft: How To Get What You Really Want by Barbara Sher (1979).

PART ONE: Instructions to participants:

On a blank sheet of paper, describe your ideal day of the future. Make it a regular day of the week – not a weekend or holiday or vacation day. This should be your ordinary usual day that reflects the lifestyle you would like to have. Use your imagination and don't limit yourself to only what you think is realistic – this is about the kind of life you REALLY want to live.

Start at the beginning with waking up and go all the way through your day to when you go to sleep. Include as much detail as possible. Be sure to include how you spend your time (daily routine, work, play, relationships, etc.), what your environment is like (where are you), and who the people are you interact with. Describe the kind of people with whom you would like to surround yourself and include specific people you want to have in your life. What kind of person are you in this ideal day? Don't make it a day you think you have to have, make it a day that reflects how you'd love your life to be.

PART TWO: Instructions to participants

In order to clarify which elements or your Ideal Day are the most important to you, fill in the following chart.

ESSENTIAL ELEMENTS – I must have these items in my life

DESIRABLE ELEMENTS – These items are optional but strongly preferred

FRILLS – These items would be nice to have but I can live without them

APPENDIX B

PERSONAL MISSION STATEMENT EXERCISE

INSTRUCTIONS

There is no right or wrong way to write your personal mission statement. Use this basic method to build from and change it as needed to fit your style. Work at your own pace and listen to your intuition, your heart, and your head. All are valid ways of knowing.

Step 1. VALUES LIST

Go through the list and cross off values you don't hold, put a check by those you do hold, and circle the ones you value the most – that REALLY stand out for you. If there are values you hold not on the list, feel free to add them. Once this is done, go back and look at the ones your circled and narrow that list down to about 5. List these 5 top values on your Mission Statement Worksheet in the column provided.

Step 2. CHARACTERISTICS LIST

Think about your personal characteristics – those you already possess and those you would like to nurture in yourself. Go through the list and cross off the characteristics that aren't important to you, check those that are important to you, and circle those that are the MOST important to you. If there are personal characteristics not on the list, add them. Go back and look at the ones you circled and narrow the list down to about 5. Transfer these top 5 characteristics onto your Mission Statement Worksheet.

Step 3. SKILLS AND TALENTS LIST

Think about the skills and talents you have and those you are working on building. Go through the list crossing off those you don't have or that aren't important to you, check those you possess, and circle the ones you feel are your best skills and talents – the ones you enjoy the most. If there are skills or talents not on the list, please add them. Go back through the ones you circled and narrow them down to about 5. Add these to your Mission Statement Worksheet.

Step 4. REFLECTION

Look at your Mission Statement Worksheet and get a sense of the big picture it portrays about you. Do you see a natural theme that has developed? One that ties together your Values, Characteristics, and Talents? Set it aside for a minute, clear your head, and then look at it again as if it were a stranger's worksheet. What impression do you have of this person when you look at the worksheet? Is there an obvious mission or purpose that you can see? Have another person look at your worksheet and share their impressions with you. Jot down any themes, ideas, or insights you get.

Step 5. WRITE A STATEMENT

You are now ready to begin writing a draft of your Personal Mission Statement. Several different templates have been provided to help you get started. You may choose to use one of these or create your own. Perhaps you don't need any template and can spontaneously write a statement. Remember, this is a draft and you can scribble, cross out, write, re-write, as much as you need to. You are the ultimate authority on your own Mission Statement – if it fits for you. Some people write one phrase or sentence. Some write a whole paragraph. Still others write a page. Write what works for you!

Step 6. TEST IT

A good mission statement is one that still stands even if you change your job, your major, your marital status, etc. It should be broad enough to encompass all the elements of your life – not just your career. It should be lofty and capture your sense of purpose in life. If it's too specific it will read more like a set of goals. Goals are worthwhile and flow out of a sense of mission. But a goal statement is not a mission statement. For example, if you say "my mission is to be a teacher", you are really writing about a goal you have. What's the purpose behind being a teacher for you? That's what your mission is. For example, the mission may be "to help others learn". This is broader and is a mission that can be fulfilled in many areas of your life, even if you aren't a teacher. The whole mission statement might read like this:

" Because I value knowledge, education, life-long learning, and human development, and because I am creative, patient, caring, honest, and nurturing, I will use my skills and talents of teaching, writing, speaking, listening, and organization to help others learn."

Step 7. KEEP IT VISIBLE

Once you have your mission statement written, keep it out where you can see it on a daily or weekly basis. It will help keep you on course for living your purpose in life. Some ways you can do this include:

Write it in your planner, calendar, or schedule that you use every day.

Make a collage to represent your mission statement. Cut out pictures and words from old magazines and glue it together. Post where you will see it each day. Maybe on the inside of your closet door. Above your desk. By your bathroom mirror.

Make a poster using markers, glitter, paint, etc.

Write it on a piece of paper and keep it in your wallet.

Values

achievement
action
adventure
affection
appearance
approval of others
autonomy
balanced life
beauty
career
challenge
change
children
civil rights
civility
cleanliness
common sense
community
community service
competition
conformity
congruency
conservation
contribution
cooperation
courage
creativity
culture
development
discipline
diversity
earth
education
effectiveness
efficiency
effort
emotional expression
emotional health
environmental sustainability
equality
established norms
excellence
excitement
expertise
expression
extroversion
fairness
fame
family
financial security
free choice
free thinking
free time
freedom
friendship
frugality
generosity
goals
happiness
health
hobbies
home
honesty
human dignity
human potential
humility
independence
inner harmony
integrity
intellectual challenge
intelligence
intimacy
introspection
introversion
intuition
involvement
joy
justice
knowledge
law
learning
leisure
love
loyalty
manners
marriage
materialism
meaningful work
money
music
nature
non-violence
order
passion
patriotism
peace
peace of mind
people
perfection
personal growth
philanthropy
philosophy
physical activity
physical beauty
physical challenge
physical fitness
pleasure
political activism
popularity
possessions
potential
power
privacy
productivity
progress
purpose
quality
recreation
relationships
relaxation
religion
responsibility
romance
routine
safety
security
self-actualization
self-respect
serenity
sexual fulfillment
simplicity
sincerity
single life
skill
social change
social justice
social status
socializing
solitude
sophistication
spirituality
spontaneity
stability
status
success
tradition
travel
truth
variety
wealth
work

other values not listed:

_____

_____

_____

_____

Characteristics

accepting
active
adaptable
adventurous
affectionate
altruistic
ambitious
assertive
athletic'
attractive
beautiful
bold
bright
calm
carefree
careful
caring
charitable
charming
charismatic
cheerful
clever
committed
compassionate
competent
competitive
confident
congruent
conscientious
considerate
consistent
cooperative
courageous
creative
curious
daring
decisive
deep
dependable
dignified
diplomatic
direct
discreet
discriminating
dominant
down to earth
eager
easy-going
educated
elegant
emotional
empathic
energetic
enterprising
entertaining
enthusiastic
expressive
fair
faithful
firm
flexible
focused
forceful
forgiving
forthright
friendly
frugal
fun-loving
generous
gentle
genuine
goal-oriented
graceful
grateful
hard-working
healthy
helpful
honest
humble
idealistic
imaginative
independent
industrious
inner-directed
innovative
insightful
intelligent
intuitive
judging
kind
logical
loving
loyal
mature
mellow
methodical
mild
modest
moral
motivated
mysterious
natural
neat
nice
non-judgmental
non-superficial
open-minded
optimistic
organized
original
out-going
patient
peaceable
perceptive
perseverant
philosophical
pleasant
popular
powerful
practical
predictable
principled
proactive
productive
purposeful
quiet
rational
realistic
reasonable
reflective
relaxed
reliable
reserved
resourceful
respectful
responsible
secure
self-controlled
selfless
self-reliant
sensible
sensitive
serious
sincere
skillful
sociable
spiritual
spontaneous
stable
strong
supportive
sweet
sympathetic
tactful
thoughtful
thrifty
tidy
tolerant
tough
trusting
trustworthy
understanding
uninhibited
unique
versatile
visionary
warm
wild
wise
witty

other characteristics:

_____

_____

_____

Skills and Talents

accuracy
acting
adapting to change
advising
aesthetic sensitivity
analyzing problems
art
assessing resources
baking
bargain shopping
brainstorming
budgeting
building things
caring for others
caring for animals
carpentry
changing things
cleaning
coaching
cooking
comforting others
communication
computer literacy
concentration/focus
coordinating projects/tasks
counseling
craft work
creative
creating clarity
creating metaphors
creating systems
critiquing
customer service
dancing
decision making
designing
detail orientation
developing instructional materials
developing models
developing theories
dexterity
efficiency
empathizing with others
empowering others
entertaining people
establishing order
establishing rules
explaining things
expressing feelings appropriately
facilitating processes
facilitating communication
facilitating understanding
finding new uses for things
fixing things
following directions
gardening
giving positive feedback
generating new ideas
helping people
homemaking
hunting/fishing
identifying problems
implementing systems
inspiring others
interpersonal skills
interventions
intuitive knowledge
jack /jill of all trades
knowing and following protocol
leadership
learning new skills
listening
maintaining systems
making bridges between theory and practice
making connections
making decisions
managing crises
managing multiple tasks
managing people
manual labor
mechanically inclined
meeting deadlines
meeting people easily
mentoring
methodical
motivating others
musical
needle crafts
negotiating
observing accurately
organizational development
organizing
parenting
persisting
persuading
physical agility
physical stamina
physical strength
planning
poetry
precision
problem solving
promoting a positive environment
psychic
putting people at ease
public speaking
quality control
raising children
repairing things
research
resolving conflicts
resourceful
running meetings
science
seeing all sides of an issue
seeing connections
seeing possibilities
seeing the big picture
selling
sensitive awareness of the feelings of others
serving others
sewing
setting up systems
singing
spatial relations
speaking
sports
story telling
straightening things up
strategizing
supervising
synthesizing information
teaching
team development
team work
technology
thinking quickly
thoroughness
training
understanding complicated ideas
versatility
vision
woodworking
working independently
working on a team
working with machinery
working with numbers and formulas
working with tools
working with children
working with the elderly
working with people
writing

other skills and talents:
_____

_____

Values	Characteristics	Skills

APPENDIX C

LIFE PLANNING AND GOAL SETTING EXERCISE

This exercise is adapted from the book Imagineering by Michael LeBoeuf (1980).

STEP 1: Category Worksheets

Hand out the worksheets for each of the six categories: Career, Education, Leisure, Material/Financial, Personal Growth, and Relationships (below).

STEP 2: Brainstorming

On each worksheet list as many goals as you can think of that you would like to accomplish in that category. Working quickly, go for quantity and don't censor any impulses. Don't limit yourself in any way – if it comes to mind it's a potential goal. It's okay if a goal shows up on more than one list. If you need a jump start, refer to the sample sheet of some goals others who have completed this exercise have listed.

STEP 3: Prioritizing

Look back over each worksheet and mark the three most important goals in each category. This will give you 18 goals. Transfer these goals to 18 index cards. If you would like, you can use different color index cards for each category. Sort your cards in order of importance. One way to do this is to pick any two cards at random and put the most important of those two on top. Then pick up one more card and compare it to the top card. If it's more important it now becomes the top card. If not, compare it to the second card, and place it accordingly. Then pick another card and compare it to each card from the top down until you find where it goes. Another way to sort your cards is to lay them all out in front of you and then pick out the most important one, then the second most important, etc. until all cards are in order.

STEP 4: Clarifying

Take your top three goals and on the index card or a separate piece of paper refine, shape, and polish each goal. Make each goal as specific and measurable as possible. For example: change "I want to be financially independent" to "I want to accumulate net assets of one million dollars by age 50". I you have a goal like "find a better job" make it more specific by asking clarifying questions such as: what kind of job? Making how much money? In what field? Requiring what skills? Working in what type of environment? By When? Try to specify as clarly as you can what it is that you want.

Some goals are not easy to measure such as "being a good citizen" or "being happy" because they are too broad and hard to quantify. Try to break them down into more specific parts – what does being a good citizen mean to you? How will

you know if you are? What does happiness mean to you? What would be happening in your life, what would it look like?

STEP 5: Final Analysis

Make sure your goals really are YOUR goals. Don't let anyone else set your important goals for you – it's your life. Take charge and do those things that are most meaningful to you. Parents, employers, significant others, and society can all be powerful forces trying to influence you – and the often would rather you pursue their goals and not your own. Be true to yourself and what your inner guidance system tells you.

Make sure your major goals are compatible. If attaining one goal prevents you from attaining one of the others, then you will have a problem. So do a double check to see that your goals don't conflict. If they do, you may need to choose between them or choose to accomplish them at different times in your life.

Be sure your goals are attainable and also challenging enough. Good goals cause you to stretch and grow in order to achieve them. Setting an impossible goal will only frustrate you and waste your time.

Keep your goals open to revision and change. Review and update them on a regular basis. As a person grows and changes over time, so too will their goals.

Keep your goals visible. Post them some place you will see them each day. Write them in your journal and refer to them often. Incorporate them into your daily planner. Make a collage and put it on the inside of your closet door where you'll see it each morning when getting dressed.

Worksheets: Following are the headings for the 6 worksheets used in this exercise. Each heading should be at the top of it's own page to be used in worksheet form.

Career

Your profession, jobs, ways you earn money, etc. How you will contribute to society, how you will make a difference in the world. Survival bill-paying jobs. Jobs you want to create. Your livelihood.

Education

Formal education such as college, informal learning on your own, community education classes and workshops, learning in order to participate in new hobbies or sports, learning to enhance job skills, learning for the fun of it, reading, and life-long learning activities.

Leisure

How you spend your free time – hobbies, recreation, sports, relaxation, theater, movies, television, dance, socializing, volunteer work, community service, spiritual pursuits, travel, vacations, clubs, organizations, creative activities, games, and playing.

Personal Growth and Development

Emotional, mental, physical, and spiritual health. Time spent getting to know yourself. Time spent on self-awareness, becoming who you are meant to become, etc. Time spent on wellness and self-improvement.

Relationships

Family or origin, marriage, partnership, romance, dating, children, friendships, co-workers, colleagues, community members, neighbors, organization or club members, etc.

Material and Financial

Acquiring material goods, deciding on major purchases, savings, retirement planning, financial planning, charitable contributions, philosophies such as voluntary simplicity, etc.

Sample Goals

Career Goals:
Own a resort in the Caribbean
Be a teacher
Write novels
Publish a magazine
Play guitar in a band
Be a senator
Take over my parents' farm
Join the Peace Corps
Do career exploration
Work in Europe
Get a job in my field
Work at home
Own my own business
Raise children

Education Goals:
Get a college degree
Get a master's degree
Get a PhD
Learn Spanish
Read the classics
Learn about philsophy
Learn to play the piano
Learn to fix my car
Take community ed classes on a regular basis
Learn how to make stained glass art

Leisure Goals:
Try skydiving
Try out for part in local theater
Travel through Europe
Play guitar
Garden
Woodworking
Learn ballroom dancing
Plan canoe trip in Boundary Waters
Live a balance life
Exercise 3 times a week
Write poetry
Bowling
Volleyball
Spend time with family
Spend time with friends

Relationship Goals:
Get married
Stay single
Have children
Be child free
Be open to romance
Spend more time with Dad
Move closer to family
Be a good parent
Take a child development class
Keep up with letter writing
Resolve conflict with co-worker
Become a better listener

Material & Financial Goals:
Pay off student loans
Buy a new computer
Save for down payment on house
Have 3 months salary in savings
Get credit counseling
Give 10% of earnings to charity
Buy a piano
Own a cabin on a lake
Learn about investing
Earn a salary of $50,000 by age 30
Own a big boat
Collect fine wine
Save for engagement ring
Live off the grid

Personal Growth Goals:
Write regularly in my journal
Improve time management system
Learn stress management
Learn about family genealogy
Be true to myself
Read self-help books
Get to know myself better
Clarify my spiritual beliefs
Search for a religion that fits
Sleep at least 7 hours a night
Set up a regular exercise plan
Hire a personal coach
Seek counseling
Have more time alone

APPENDIX D

WELLNESS SELF-ASSESSMENT

There are many aspects of life that affect a person's level of health, wellness, and happiness. Broadly, these include physical health, emotional health, mental health, spiritual health, and life management skills. This self-assessment is meant to help you take an honest look at some of the elements that may affect your level of wellness. You can use this as a starting point for making positive changes where needed.

STEP 1. Complete the assessment form that follows by determining what percentage of the time is each statement true for you. Fill in the graph accordingly.

STEP 2. Examine the completed graph and determine which items are working in your life to contribute to your sense of well being and health. These are items that are helping you travel well through life's journey, aiding you in accomplishing your purpose. In your journal, write about what you will do to continue your success in these areas.

STEP 3. Next, examine the graph and look for areas that you believe could use a little bit of tweaking to get them up to a more optimal percentage. Chances are you may only need to make minor adjustments in these areas to get their full benefit. In your journal, make a list of things you can start doing to increase your wellness in these areas.

STEP 4. Determine which items on the graph indicate areas where you would like to make some major improvements. These are areas that may be creating roadblocks in your journey and keeping you from realizing your potential. In your journal, list each item and develop a strategy for improvement. You may need to do some research, reading, and/or consulting with professionals to learn more about these topics. For example, if you struggle with time management you may want to consult an academic skills advisor on campus or look for a workshop on time management that you can attend.

STEP 5. Re-take this assessment from time to time to aid you in staying on track and living a life you love.

WELLNESS ASSESSMENT

What percentage of the time is each of the following statements true for you? Color the graph in from 0 up to your answer.

I get between 7.5 and 9 hours of sleep each night.	0 10 20 30 40 50 60 70 80 90 100
I drink at least 8 glasses of water a day.	0 10 20 30 40 50 60 70 80 90 100
I eat 3 well-balanced meals a day.	0 10 20 30 40 50 60 70 80 90 100
I am not on a “diet”.	0 10 20 30 40 50 60 70 80 90 100
I exercise for at least 30 minutes, 3 times a week.	0 10 20 30 40 50 60 70 80 90 100
I consume less than 5 alcoholic beverages a week.	0 10 20 30 40 50 60 70 80 90 100
I don’t binge drink (5 or more drinks in a row).	0 10 20 30 40 50 60 70 80 90 100
I avoid drinking to intoxication.	0 10 20 30 40 50 60 70 80 90 100
I don’t use illegal drugs.	0 10 20 30 40 50 60 70 80 90 100
I don’t misuse prescription or over the counter drugs.	0 10 20 30 40 50 60 70 80 90 100
I drink 2 or less cups of coffee or black tea a day.	0 10 20 30 40 50 60 70 80 90 100
I drink 1 or less cans of soda pop a day.	0 10 20 30 40 50 60 70 80 90 100
I wear a seat belt.	0 10 20 30 40 50 60 70 80 90 100
I get regular medical check ups.	0 10 20 30 40 50 60 70 80 90 100
I see a doctor when needed.	0 10 20 30 40 50 60 70 80 90 100
When I’m sick, I stay home and rest.	0 10 20 30 40 50 60 70 80 90 100
I am a non-smoker.	0 10 20 30 40 50 60 70 80 90 100

I feel healthy.	0 10 20 30 40 50 60 70 80 90 100
I do not obsess about my body size.	0 10 20 30 40 50 60 70 80 90 100
I am not depressed.	0 10 20 30 40 50 60 70 80 90 100
I have at least one person in my life I can talk to about things that are important to me.	0 10 20 30 40 50 60 70 80 90 100
I keep a journal.	0 10 20 30 40 50 60 70 80 90 100
I don't sleep to escape from life.	0 10 20 30 40 50 60 70 80 90 100
I am not influenced by peer pressure – I make my own decisions.	0 10 20 30 40 50 60 70 80 90 100
I like the pace of my life – I am not rushed or bored.	0 10 20 30 40 50 60 70 80 90 100
I feel motivated.	0 10 20 30 40 50 60 70 80 90 100
I'm optimistic.	0 10 20 30 40 50 60 70 80 90 100
I can accept a compliment.	0 10 20 30 40 50 60 70 80 90 100
I feel calm.	0 10 20 30 40 50 60 70 80 90 100
I laugh often and easily.	0 10 20 30 40 50 60 70 80 90 100
I let myself cry.	0 10 20 30 40 50 60 70 80 90 100
I see a counselor when needed.	0 10 20 30 40 50 60 70 80 90 100
I ask for help when I need it.	0 10 20 30 40 50 60 70 80 90 100
I am satisfied with the quality of my friendships.	0 10 20 30 40 50 60 70 80 90 100
I am able to concentrate well.	0 10 20 30 40 50 60 70 80 90 100
I am able to give and receive love.	0 10 20 30 40 50 60 70 80 90 100

I adequately and appropriately express my feelings.	0 10 20 30 40 50 60 70 80 90 100
I spend time in nature at least once a week.	0 10 20 30 40 50 60 70 80 90 100
I am in tune with the cycles of the seasons.	0 10 20 30 40 50 60 70 80 90 100
I am able to say “no” to others without feeling guilty.	0 10 20 30 40 50 60 70 80 90 100
My beliefs and actions are congruent.	0 10 20 30 40 50 60 70 80 90 100
I manage my time well.	0 10 20 30 40 50 60 70 80 90 100
I don’t procrastinate.	0 10 20 30 40 50 60 70 80 90 100
I do not feel overwhelmed by too much to do.	0 10 20 30 40 50 60 70 80 90 100
I have enough “wiggle room” in my schedule.	0 10 20 30 40 50 60 70 80 90 100
I find school to be rewarding.	0 10 20 30 40 50 60 70 80 90 100
I participate in at least one activity (hobby, sport, etc.) that I enjoy on a regular basis.	0 10 20 30 40 50 60 70 80 90 100
I manage stress well.	0 10 20 30 40 50 60 70 80 90 100
My living environment is as organized and tidy as I would like.	0 10 20 30 40 50 60 70 80 90 100
My living environment is as comfortable as I would like.	0 10 20 30 40 50 60 70 80 90 100
I have well-defined goals.	0 10 20 30 40 50 60 70 80 90 100
I have a sense of purpose in my life.	0 10 20 30 40 50 60 70 80 90 100
I know what my values are.	0 10 20 30 40 50 60 70 80 90 100
My values are freely chosen, not imposed.	0 10 20 30 40 50 60 70 80 90 100
My philosophical, spiritual, or religious beliefs are met.	0 10 20 30 40 50 60 70 80 90 100

I feel free to search for my own truths.	0	10	20	30	40	50	60	70	80	90	100
I perceive problems as opportunities for growth.	0	10	20	30	40	50	60	70	80	90	100
I am able to cope with the stress in my life.	0	10	20	30	40	50	60	70	80	90	100
I know my neighbors.	0	10	20	30	40	50	60	70	80	90	100
I have a strong support system.	0	10	20	30	40	50	60	70	80	90	100
I take an active interest in campus events.	0	10	20	30	40	50	60	70	80	90	100
I live within my budget.	0	10	20	30	40	50	60	70	80	90	100
I have enough money to live on.	0	10	20	30	40	50	60	70	80	90	100
I take responsibility for my choices and actions.	0	10	20	30	40	50	60	70	80	90	100
I say I’m sorry and make amends when appropriate.	0	10	20	30	40	50	60	70	80	90	100
I don’t hold grudges.	0	10	20	30	40	50	60	70	80	90	100
I feel in charge of my own life.	0	10	20	30	40	50	60	70	80	90	100
I use meditation or other relaxation techniques to manage stress.	0	10	20	30	40	50	60	70	80	90	100
I have enough energy to accomplish things.	0	10	20	30	40	50	60	70	80	90	100
I am able to meet deadlines.	0	10	20	30	40	50	60	70	80	90	100
I can say no to other activities when I need to study.	0	10	20	30	40	50	60	70	80	90	100
I am satisfied with my choice of major and/or career.	0	10	20	30	40	50	60	70	80	90	100
I make use of campus resources when I need help.	0	10	20	30	40	50	60	70	80	90	100
I enjoy my life.	0	10	20	30	40	50	60	70	80	90	100